

## **Pupil Premium Report - The Grove 2021-2022**

**53% of pupils were entitled to the pupil premium grant**

**Total pupil premium allocated amount £57,052.00**

At The Grove School we have an on-going commitment to ensure all learners are progressing and that we are challenging the targets set. The learning at The Grove is personalised around the individual needs of the learner. We are working towards narrowing the gap in the following areas;

- Personal Development
- Behaviour and Attitudes
- Quality of Education

Based on the areas above, the pupil premium grant for 2021-2022 was used to support the following;

- Continuing to provide a structure and effective Family Support service driven by the Pastoral team
- Improving pedagogy and understanding of first class autism practice through SCERTS training for all staff
- Further develop pedagogy and quality teaching through the Walkthru approach to professional development
- Language development, communication and literacy to enable pupils to access the taught curriculum
- Emotional and social resilience and development of pupils to support readiness for learning, particularly following the effects of the pandemic.

### **Family Support / Attendance - £22,052**

Partnership working is the essence of what we promote at The Grove School. We aim to ensure that families and students feel informed about what is happening at school and beyond, so they are able to make informed decisions. We feel it is as important to support our parents and families as it is to support and nurture our pupils. The employment of our Pastoral Support Team is vital to this belief. Family support can put families in contact with relevant specialists and specific services as required and co-ordinates and liaises with staff teams where appropriate. Home visits are offered to the families that require targeted interventions and guidance on specific subjects including eating, sleep and behaviour. Our Pastoral Lead is a Positive Behaviour Support (PBS) Practitioner and oversees both Pastoral Mentors to work with families who need additional behavioural support.

Attendance is a topic closely linked to family support as families sometimes require support in managing regular attendance for a variety of reasons, including persistent absence due to medical appointments and long-term illness. Attendance and reasons for absence are closely monitored in order to offer targeted support for absence below 90% for individuals, this includes support with routines, scheduling appointments and support managing transport services to ensure attendance to school.

The team consists of the Pastoral lead and two learning mentors each based in our secondary departments and the lead supporting Primary on a needs basis.

### **SCERTS training + Walkthrough £20,000**

The SCERTS Model is a research- based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and young people with a diagnosis of autism. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. It is a child-centered approach based on sound neurological and child development research and theory and it is structured to recognise where the child is currently functioning, where they most need support and how the people around them and environment can best meet these needs. Our approach at The Grove consists of using the framework to set targets and support our curriculum. We have three members of staff who have attended the training by Emily Rubin (co-author of the SCERTS framework). Their role is to act as mentors to all of the Grove staff to support them in the implementation of the framework. This SCERTS training for all staff ensures that everyone is familiar with and using the approach school wide in order to support our disadvantaged students in receipt of pupil premium make good progress.

WalkThrus is a selection of evidence-informed teaching strategies and a framework for teacher development at every level to support pedagogy. WalkThrus has codified and standardised how we can understand, talk about and develop aspects of pedagogy. At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.

Expenditure 2021-2022

WalkThru books: £886.50

WalkThru training: £1340

WalkThru platform: £2580

Walk Thru delivery (staffing): £2983.50

Reallocated to enrichment: £10,608

SCERTS CPD: £1602 - Five Acre Wood School

### **Phonics Development, reading interventions and Training £15,000**

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words.

Expenditure 2021-2022

Penpals: £1247.57

Little Wandle: £3596.87

Phonics books: £1888

Phonics resources: £932

Phonics assessment: £2560 baselining + termly review for each student

Phonics development (staffing) - £4775.56

### **Enrichment**

Another outcome was to Improve attendance of pupil premium and disadvantaged pupils at enrichment activities, widening their access to broad experiences and developing their cultural capital

Expenditure 2021-2022

£10,608 (reallocated from SCERTS budget) - Recruitment of careers support worker, Scale 5. and enrichment assistant, leading on the development of the enrichment offer 1 day a week, fixed term

### **Monitoring Progress**

- Throughout the term pupil's attainment is monitored and tracked by class teachers and overseen by the Deputy Head of School as part of Teaching and Learning monitoring.
- The Pastoral Lead tracks behaviour and social skills through Sleuth and Alex Kelly.
- Attendance is tracked via the School Management Information System
- Progress data is tracked through:
  - Earwig: tracking learning
  - Engagement profiles are completed for students to track their engagement in individual lessons for Secondary East.
  - Termly assessment data
  - Annual reviews
  - SCERTS assessment Profiles
  - Life Skills progression maps

## **Achievements**

In July 2022 the school achieved the Optimus Wellbeing Award for students and staff. We also achieved the Silver Award for SMSC through Young Citizens

## **Impact**

All pupils are working below age related attainment on entry. Impact is assessed through tracking each individual's progress.

Data analysis shows that pupils eligible for Pupil Premium, (PP) are making marginally statistically higher good or outstanding progress than pupils not eligible for Pupil Premium, (NPP). 90% of pupils eligible for Pupil Premium made good or outstanding progress in English, 6% higher than pupils not eligible for Pupil Premium. 84% of pupils eligible for Pupil Premium made good or outstanding progress in mathematics, 3% higher than pupils not eligible for Pupil Premium.

Progress has been excellent for this cohort as a result of having access to:

- School based social skills programme
- Various therapeutic input (lego, art and music therapy)
- Early help, school-based support or social care intervention and pastoral support
- Music and Art therapy
- Access to forest schools and additional enrichment activities.
- Focused literacy intervention and phonics program.

5% of pupils eligible for Pupil Premium made less than expected progress in English and 10% did not make expected progress in Mathematics. The 7 pupils have been identified, all pupils receive ongoing support from our Pastoral team and are known to wider services.

- 2 pupils have mental health concerns which have a negative impact on their achievement
- 2 pupils have low attendance
- 3 pupils have complex needs

